

Mapping of GE Area Learning Outcomes to GE PLOs (Updated May 2021)

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):

PLO 1. [Oral Communication] Create and deliver logically-organized, well-supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.

- A1 GEALO 1 discover and critically evaluate significant topics, then compose and deliver oral presentations on these topics
- A1 GEALO 2 engage in critical and analytical listening
- A1 GEALO 3 analyze audiences and adapt oral presentations to accomplish the purpose of a speech
- A1 GEALO 4 demonstrate an understanding of diverse perspectives relevant to given topics, contexts, and audiences
- A1 GEALO 5 demonstrate the ethical responsibilities of a public speaker, including basic understanding of the economic, legal, and social issues surrounding access to and use of information
- B4 GEALO 1 use mathematical methods to solve quantitative problems, including those presented in verbal form
- S GEALO 4 engage in civil discourse about social issues in the U.S., recognizing and respecting diverse viewpoints while articulating their own perspective on such issues

PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.

- A2 GEALO 1 demonstrate knowledge and understanding of the form, content, context, and effectiveness of written communication
- A2 GEALO 2 perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing)
- A2 GEALO 3 articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, and context
- A2 GEALO 4 integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
- A2 GEALO 5 demonstrate college-level language use, clarity, and grammatical proficiency
- A3 GEALO 2 use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view
- B1-B3 GEALO 2 apply scientific principles and communicate in writing about the process and results of scientific discovery
- B4 GEALO 2 interpret and communicate quantitative information and concepts using language appropriate to the context and intended audience
- C1 GEALO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works
- C1 GEALO 4 research and apply relevant aesthetic criteria and/or artistic conventions in written responses to works of art
- C2 GEALO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works
- C2 GEALO 4 research and write effective analyses of works of the human intellect and imagination
- E GEALO 3 think critically and communicate effectively about ethics and integrity in academic and non-academic settings
- R GEALO 2 communicate a scientific finding, assertion, or theory to a general audience while maintaining the integrity and rigor of the underlying science
- V GEALO 3 communicate ideas about cultural practices, texts, and/or works of art in research papers

PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw evidence-based conclusions.

- A1 GEALO 3 analyze audiences and adapt oral presentations to accomplish the purpose of a speech
- A2 GEALO 4 integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
- A3 GEALO 1 locate and evaluate sources through library research, and integrate research into oral and written arguments through appropriate citation and quotation
- A3 GEALO 2 use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view
- A3 GEALO 3 locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of their ideas
- A3 GEALO 4 identify and critically evaluate the assumptions in and the contexts of arguments
- A3 GEALO 5 distinguish and convey inductive and deductive patterns of thought, sequencing arguments and evidence to draw valid conclusions
- B1-B3 GEALO 1 demonstrate knowledge of scientific theories, concepts, and data used in the natural and physical sciences
- B1-B3 GEALO 2 apply scientific principles and communicate in writing about the process and results of scientific discovery
- B1-B3 GEALO 3 access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions
- B1-B3 GEALO 4 use methods derived from current scientific inquiry to form reasoned opinions about science-related matters of personal, public, and ethical concern
- B4 GEALO 3 reason, model, draw conclusions, and make decisions based on numerical and graphical data
- C1 GEALO 1 Identify aesthetic qualities and processes that characterize works of the human imagination
- C1 GEALO 3 analyze the role and impact of the creative arts in culture and on the interrelationship of self and community
- C1 GEALO 4 research and apply relevant aesthetic criteria and/or artistic conventions in written responses to works of art
- C2 GEALO 1 analyze and understand works of philosophical and humanistic importance, including their temporal and cultural contexts
- C2 GEALO 3 analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines
- C2 GEALO 4 research and write effective analyses of works of the human intellect and imagination
- E GEALO 1 understand and analyze the interrelationships among physiological, social/cultural, and psychological dimensions of human well-being
- E GEALO 3 think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
- F GEALO 1 analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism
- F GEALO 2 apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
- F GEALO 3 analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism
- R GEALO 2 communicate a scientific finding, assertion, or theory to a general audience while maintaining the integrity and rigor of the underlying science
- S GEALO 2 use social science methodologies to analyze historical, economic, political, or social processes that undermine or promote diversity, equity, and inclusion in the U.S.

- S GEALO 3 explain their own values, including the relevant context for those values, and examine how their values can connect with issues of justice and injustice
- V GEALO 1 analyze works of the human imagination and/or humanistic traditions in at least two cultural or artistic traditions outside the United States

PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases, and drawing appropriate conclusions.

- B4 GEALO 1 use mathematical methods to solve quantitative problems, including those presented in verbal form
- B4 GEALO 2 interpret and communicate quantitative information and concepts using language appropriate to the context and intended audience
- B4 GEALO 3 reason, model, draw conclusions, and make decisions based on numerical and graphical data
- B4 GEALO 4 use mathematical or quantitative reasoning concepts to solve real life problems
- R GEALO 3 demonstrate an ability to reason quantitatively and to apply mathematical or quantitative reasoning concepts to address scientific issues

PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.

- A1 GEALO 5 demonstrate the ethical responsibilities of a public speaker, including basic understanding of the economic, legal, and social issues surrounding access to and use of information
- A3 GEALO 1 locate and evaluate sources through library research, and integrate research into oral and written arguments through appropriate citation and quotation
- A3 GEALO 3 locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of their ideas
- B1-B3 GEALO 3 access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions
- C1 GEALO 4 research and apply relevant aesthetic criteria and/or artistic conventions in written responses to works of art
- C2 GEALO 4 research and write effective analyses of works of the human intellect and imagination
- R GEALO 1 apply scientific principles and the scientific method to answer questions about living and non-living systems
- V GEALO 2 evaluate scholarly sources and arguments focused on works of the human imagination and/or humanistic traditions in a comparative context
- V GEALO 3 communicate ideas about cultural practices, texts, and/or works of art in research papers

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):

PLO 6. [Diversity, inclusion, and justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.

- A1 GEALO 4 demonstrate an understanding of diverse perspectives relevant to given topics, contexts, and audiences
- C1 GEALO 3 analyze the role and impact of the creative arts in culture and on the interrelationship of self and community
- D GEALO 1 demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present
- D GEALO 2 compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
- D GEALO 3 place contemporary social developments in cultural, environmental, geographical, or historical contexts
- D GEALO 4 draw on social/behavioral science information from various perspectives to formulate applications appropriate to contemporary social issues
- E GEALO 2 know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals
- F GEALO 1 analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism
- F GEALO 2 apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
- F GEALO 3 critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age
- F GEALO 4 critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
- F GEALO 5 describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society
- S GEALO 1 examine the historical development of social systems and behavior in the United States
- S GEALO 2 use social science methodologies to analyze historical, economic, political, or social processes that undermine or promote diversity, equity, and inclusion in the U.S.
- S GEALO 3 explain their own values, including the relevant context for those values, and examine how their values can connect with issues of justice and injustice

PLO 7. [Civic and global engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.

- B1-B3 GEALO 4 use methods derived from current scientific inquiry to form reasoned opinions about science-related matters of personal, public, and ethical concern
- D GEALO 1 demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present
- D GEALO 2 compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
- D GEALO 3 place contemporary social developments in cultural, environmental, geographical, or historical contexts
- D GEALO 4 draw on social/behavioral science information from various perspectives to formulate applications appropriate to contemporary social issues
- F GEALO 5 describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more

- R GEALO 4 think critically about the ethical dimensions, limits, and civic relevance of scientific inquiry
- S GEALO 4 engage in civil discourse about social issues in the U.S., recognizing and respecting diverse viewpoints while articulating their own perspective on such issues
- V GEALO 1 analyze works of the human imagination and/or humanistic traditions in at least two cultural or artistic traditions outside the United States
- V GEALO 2 evaluate scholarly sources and arguments focused on works of the human imagination and/or humanistic traditions in a comparative context
- V GEALO 3 communicate ideas about cultural practices, texts, and/or works of art in research papers
- V GEALO 4 explain how their understanding of culture is expanded by the study of humanistic and imaginative traditions outside the United States

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9):

PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.

- B4 GEALO 4 use mathematical or quantitative reasoning concepts to solve real life problems
- C2 GEALO 3 analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines
- F GEALO 4 critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
- R GEALO 1 apply scientific principles and the scientific method to answer questions about living and non-living systems
- S GEALO 1 examine the historical development of social systems and behavior in the United States
- S GEALO 4 engage in civil discourse about social issues in the U.S., recognizing and respecting diverse viewpoints while articulating their own perspective on such issues

PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.

- C1 GEALO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works
- C2 GEALO 2 explore and articulate their own subjective aesthetic and intellectual responses to such works
- E GEALO 4 reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan
- S GEALO 3 explain their own values, including the relevant context for those values, and examine how their values can connect with issues of justice and injustice
- V GEALO 4 explain how their understanding of culture is expanded by the study of humanistic and imaginative traditions outside the United States